Maryland Model for School Readiness (MMSR)

Kindergarten Assessment

August 2009

Children Entering School

Early Childhood Learning Environment

Maryland Profile of Kindergarten

Census Data

US Census 2000

Estimated Chilren Age 4	73,109
Children <5 (age 0-4)	365,545

Prior Care Enrollment

(School Year 2007/08)

Pre-K Students	27,179
Full-Day Program	44.3%
Half-Day Program	55.7%
Percent of 4-Year Olds	37.2%

School Enrollment

School Year 2008/09

Kindergarten Students	60,530

Kindergarten Ethnicity

American Indian	0.5%
Asian	6.4%
African American	35.3%
White (not of Hispanic origin)	45.7%
Hispanic	12.2%

Kindergartners Receiving Services

Special Education	7.8%
English Language Learners	9.4%
Free/Reduced Priced Meals	39.2%

Pre-K Students	26,821
Full-Day Program	36.0%
Half-Day Program	64.0%
Percent of 4-Year Olds	36.7%

MMSR K Assessment
How it Works

- All kindergarten teachers complete summative first quarter evaluations on all kindergarten students (electronic format)
- 30 WSS indicators across 7 domains
- Use of MSDE assessment guidelines (Fall Entry Exemplars)
- Use of portfolio assessment strategies, including work samples and observed documentation of learning

MMSR K Assessment
Use of assessment information

- Teachers use formative assessment information for monitoring progress of learning
- Teachers use summative information for individualized instruction, grouping, parent-teacher conferences, completion of report card
- Teachers submit <u>only</u> first quarter reports to MSDE
- Teachers continue assessment throughout the year to meet local reporting requirements (i.e., local K report card)

MMSR K Assessment
Use of assessment information

- MSDE does the following:
  - collects first quarter reports from all K teachers
  - merges enrollment and demographic data with assessment information
  - creates data flat file on all students
  - analyzes data according to MMSR K Assessment construct
  - verifies data and conducts reliability analyses
  - issues annual report and disseminates to LEA's, policymakers, and early childhood community

- Set of characteristics that the assessment is designed to measure:
- School readiness
  - State of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached <u>certain levels</u> of social and personal development, cognition and general knowledge, language development, and physical well-being and motor development. School readiness acknowledges individual approaches toward learning as well as the unique experiences and backgrounds of each child.

MMSR K Assessment Construct

- Levels of school readiness for individual students
  - Proficient, In Process, Needs Development
  - Fall entry and Spring exit assessment
  - Assessment aligned with learning objectives of the MMSR/VSC (Voluntary State Curriculum)
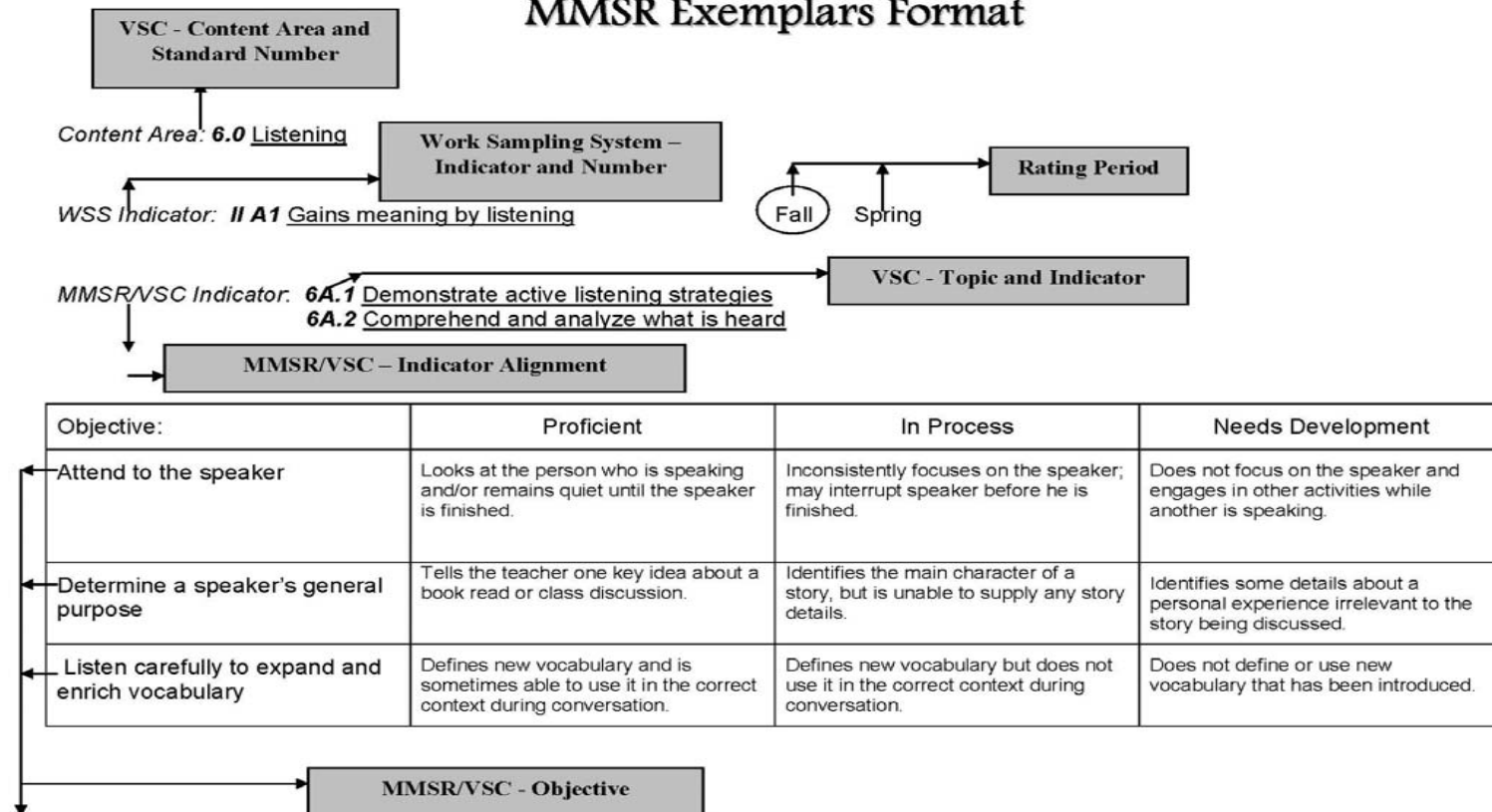
MMSR K Assessment Construct

- Fall and Spring Exemplars (Portfolio Assessment Guides)

  - Descriptions of typical student skills and behaviors that teachers look for when evaluating performance

  - Based on MMSR/VSC standards, indicators, and learning objectives

  - Available for all WSS indicators

  (K teachers use only the selected 30 indicators for state report)

MMSR Exemplars Format

VSC - Content Area and Standard Number

Content Area: **6.0** Listening

Work Sampling System – Indicator and Number

WSS Indicator: **II A1** Gains meaning by listening

Fall Spring

Rating Period

MMSR/VSC Indicator: **6A.1** Demonstrate active listening strategies
6A.2 Comprehend and analyze what is heard

VSC - Topic and Indicator

MMSR/VSC – Indicator Alignment

Objective:	Proficient	In Process	Needs Development
Attend to the speaker	Looks at the person who is speaking and/or remains quiet until the speaker is finished.	Inconsistently focuses on the speaker; may interrupt speaker before he is finished.	Does not focus on the speaker and engages in other activities while another is speaking.
Determine a speaker's general purpose	Tells the teacher one key idea about a book read or class discussion.	Identifies the main character of a story, but is unable to supply any story details.	Identifies some details about a personal experience irrelevant to the story being discussed.
Listen carefully to expand and enrich vocabulary	Defines new vocabulary and is sometimes able to use it in the correct context during conversation.	Defines new vocabulary but does not use it in the correct context during conversation.	Does not define or use new vocabulary that has been introduced.

MMSR/VSC - Objective

6/4/2009

Content Area: Language and Literacy Development - 2.0 Comprehension of Informational Text;
  3.0 – Comprehension of Literary Text
WSS Indicator: **II C4 Comprehends and responds to fiction and nonfiction text.**   Fall   Spring

MMSR/VSC Indicator: **2A 1** Develop comprehension skills by reading a variety of informational texts
3A 1 Develop comprehension skills by listening to and reading a variety of self-selected and
                  assigned literary texts

Objective:	Proficient	In Process	Needs Development
Listen to and use functional documents by following simple oral/rebus directions	Attends to and follows the rebus directions for washing hands posted in the bathroom and able to locate the directions and "read" it to a peer.	Occasionally uses rebus directions for washing hands posted in the bathroom when adult directs his attention to where they are posted and is prompted by an adult to refer to them.	Cannot locate the rebus direction for washing hands posted in the bathroom when asked by an adult to find them.
Listen to and use personal interest materials, such as books and magazines	Often chooses to read the class photo album, look at informational books on a topic of interest, etc. at the library center during literacy center time.	Occasionally chooses to read the class photo album, look at informational books on a topic of interest, etc. at the library center during literacy center time.	Does not choose to read the class photo album, look at informational books on a topic of interest, etc. at the library center during literacy center time.
Listen to and discuss a variety of different types of fictional literary text, such as stories, poems, nursery rhymes, realistic fiction, fairy tales and fantasy	Recalls a number of important story elements, when prompted by an adult, after listening to a story on tape at the listening center.	Recalls one element from the story, when prompted by an adult, after listening to a story on tape at the listening center.	Unable to recall elements from the story, when prompted by an adult, after listening to a story on tape at the listening center.

MMSR K Assessment Construct

- Levels of school readiness for groups of students:
  - Full, approaching, developing
  - Ratings conversion to scores
    (1=Needs Development; 2=In Process; 3=Proficient)
  - Raw scores
  - Range of scores (with cut-offs) for domains and composite

MMSR K Assessment Construct

- Definitions for school readiness levels
  - Full readiness: Students consistently demonstrate skills and behaviors which are needed to meet kindergarten expectations successfully
  - Approaching readiness: Students inconsistently demonstrate skills and behaviors which are needed to meet kindergarten expectations and require targeted instructional support in specific domains or specific performance indicators
  - Developing readiness: Students do not demonstrate skills and behaviors which are needed to meet kindergarten expectations and require considerable instructional support in several domains or many performance indicators

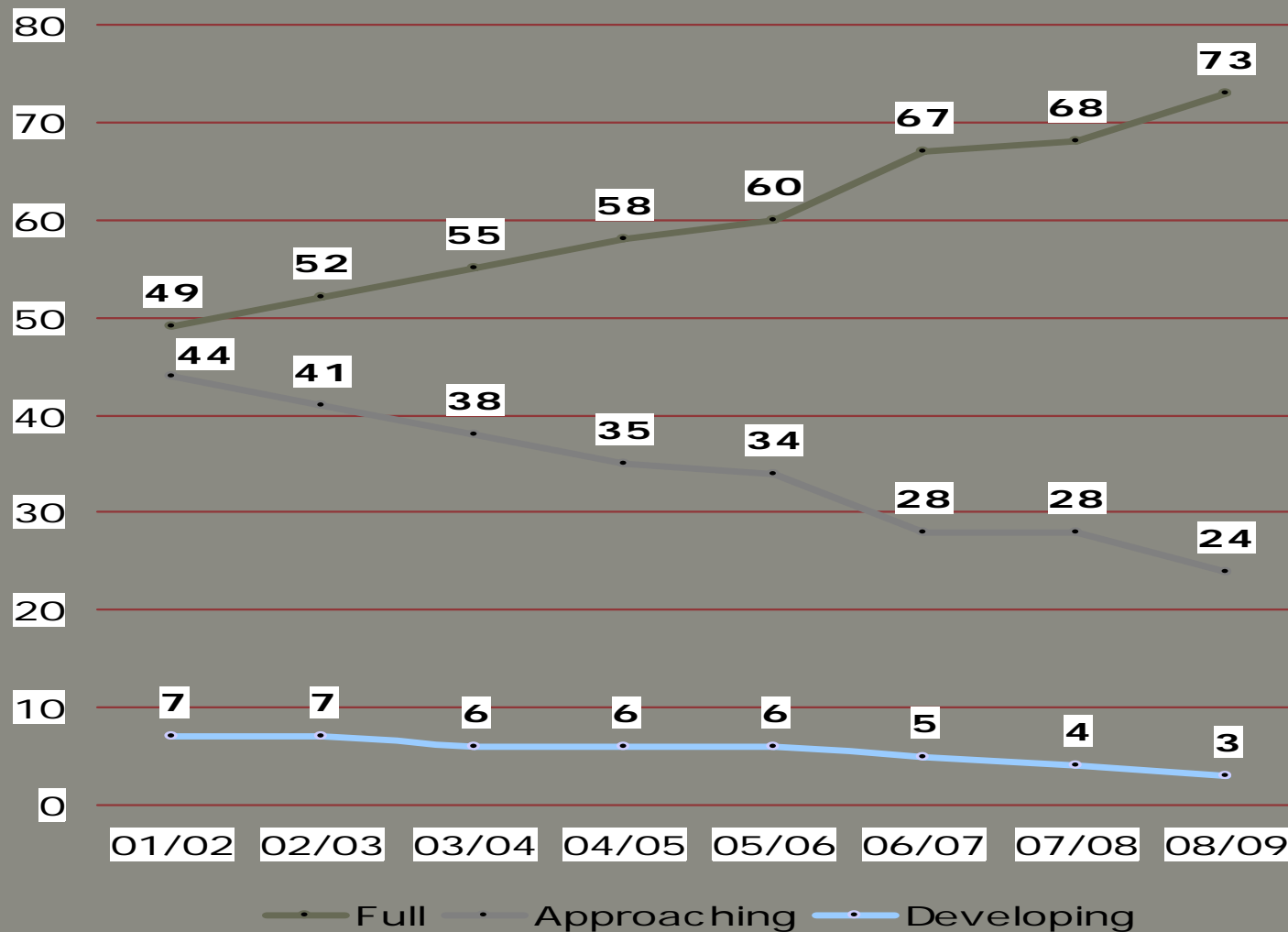⊙ **Presentation of Assessment Information**

- **By domain and composite**
- **All K students**
- **State and 24 jurisdictions**
- **Subgroups of students**
(Race/ethnicity; Gender, Special Education; Limited English Proficiency; Free and Reduced Price Meals; Prior Care)
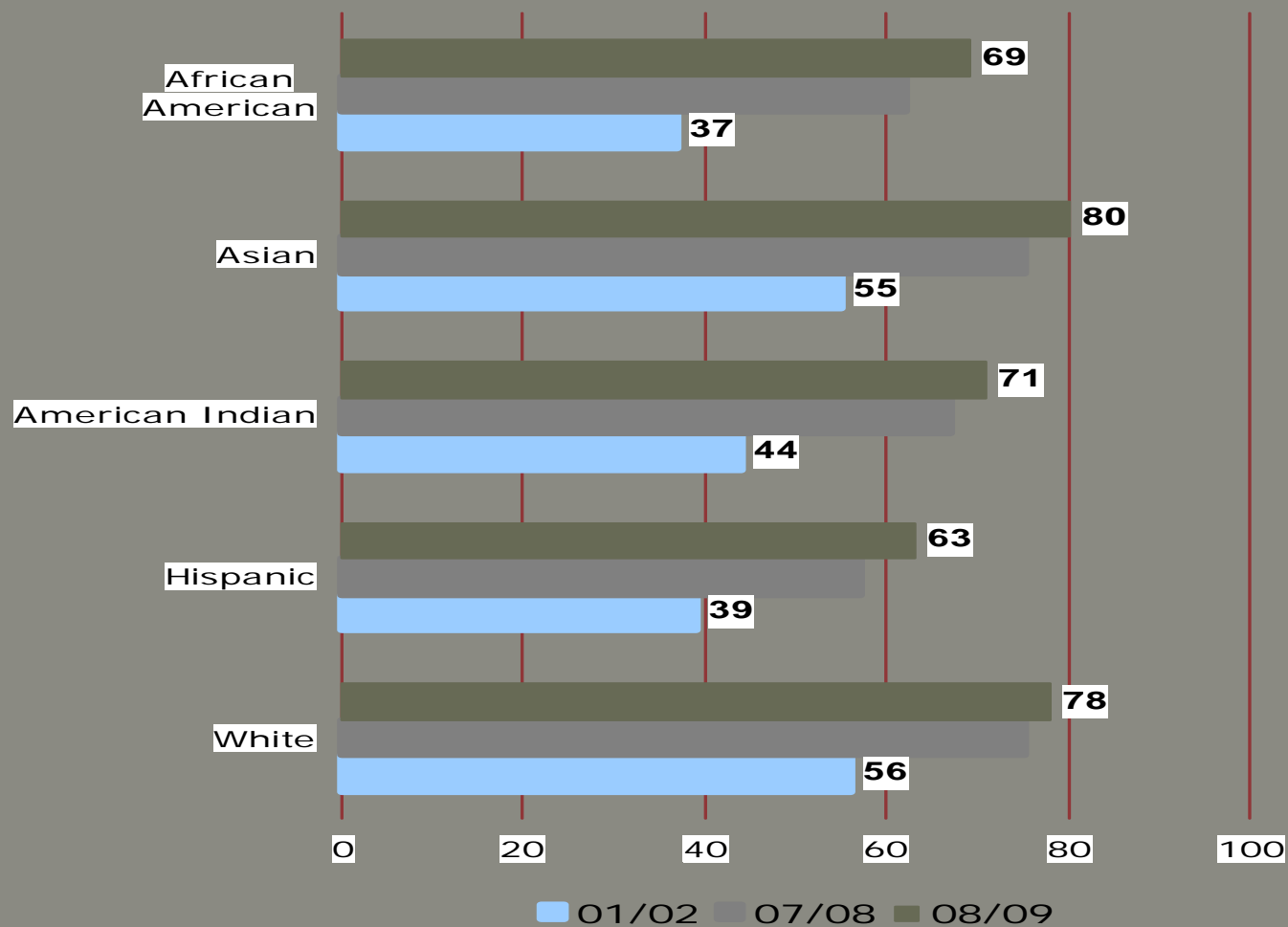
Prior Care

- Defined as kindergarten students' enrollment within 12 months prior to starting kindergarten ("In what kind of care did your child spend most of the time since September 2007 – Check only one")

- Types of prior care: Head Start, Prekindergarten, child care center, family child care, non-public nursery school, Home/informal care

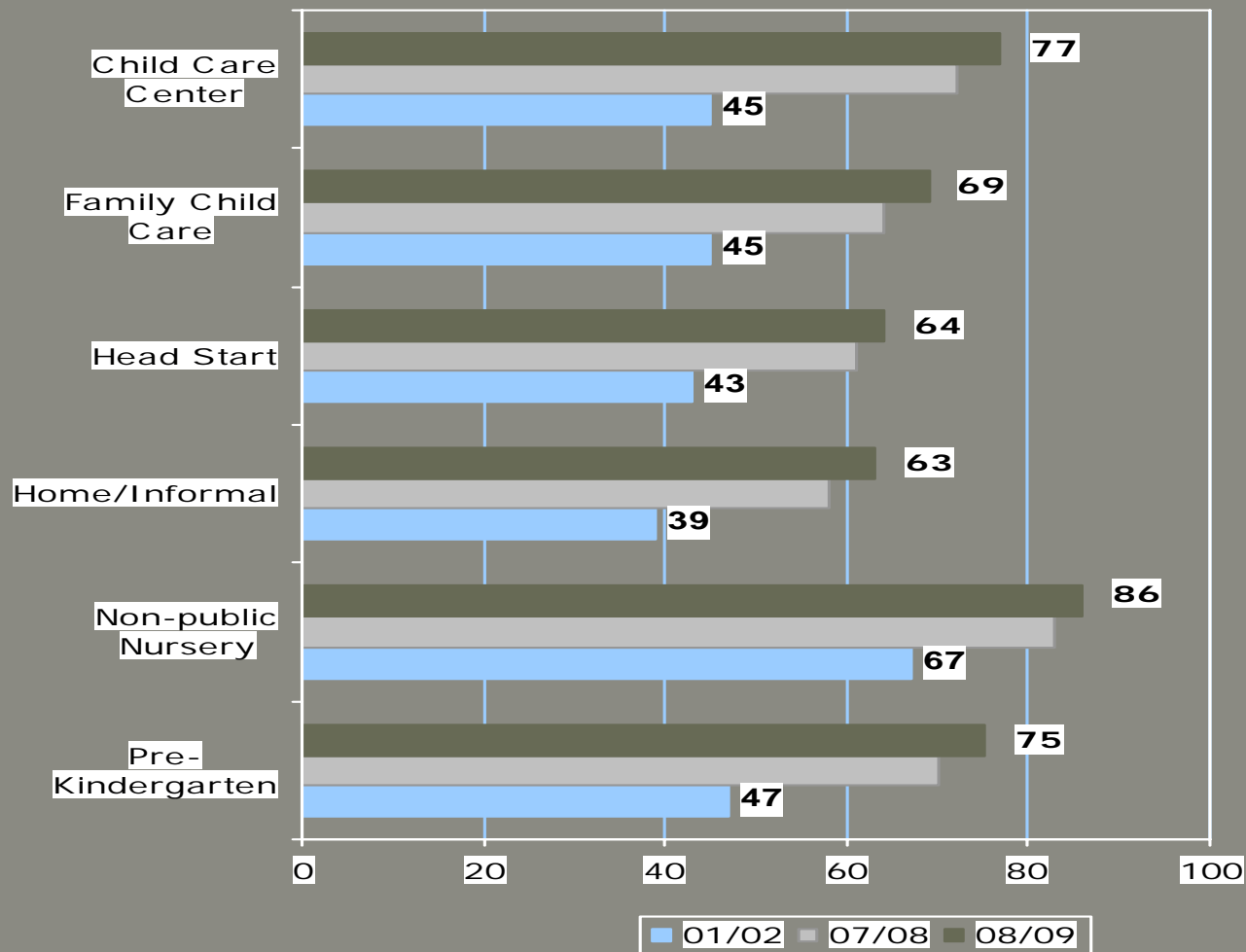MMSR K Assessment
State Trend Composite 2001-08

MMSR K Assessment State Trend - Race Composite

	01/02	07/08	08/09
African American	37		69
Asian	55		80
American Indian	44		71
Hispanic	39		63
White	56		78

Legend: 01/02, 07/08, 08/09

Axis: 0, 20, 40, 60, 80, 100

MMSR K Assessment
State Trends – Prior Care Composite

MMSR K Assessment Safeguards

- Extensive professional development for all teachers
- Assessment of specific learning objectives within state standards
- Monitoring of implementation by LEA
- Data quality assurance process and reliability analysis

MMSR K Assessment Ongoing Issues

- Administration of assessment
- Raw scores rather than scale scores
- Ever-changing curricular expectations among practitioners
- Lack of assessment modifications (for special education students and English Language Learners)

MMSR K Assessment Broad Perspective

- Use of K Assessment information for:
  - County-wide needs assessment;
  - Modification of curricular and early intervention programs;
  - Focus on high quality learning programs
  - Results-based accountability process and partnership building

  For alignment purposes, use of customized WSS -3 and P-4 in early childhood programs

MMSR K Assessment

- For more information:
www.mdk12.org/instruction/ensure/MMSR/index.html

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